DOCUMENT RESUME

ED 249 179 SP 024 787

TITLE Holding Conferences with Student Teachers. Suggestions for Planning, Conducting, Evaluating.
PUB DATE [74]
NOTE 25p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities through an HECA grant from the State of Illinois Board of Higher Education, August 1974.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Conferences; *Cooperating Teachers; *Helping Relationship; Higher Education; Individual Counseling; Preservice Teacher Education; Student Evaluation; *Student Teachers; *Student Teacher Supervisors; Teacher Student Relationship

ABSTRACT

This pamphlet offers advice on planning, conducting, and evaluating effective conferences during supervised student teaching. Sections cover: (1) types of conferences needed--formal and informal conferences with the building principal, the student teacher, cooperating teachers, and college supervisor, and conferences with other teachers and student teachers; (2) shared conference responsibilities of the cooperating teacher, the student teacher, and the college supervisor; (3) factors to consider in planning the conference format; (4) key topics to be discussed in daily and weekly conferences; and (5) key topics to discuss at the initial, mid-term, and final conferences. An evaluation check-list on conference practices and skills for the cooperating teacher's use is included. Sample student evaluation forms are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HOLDING CONFERENCES WITH STUDENT TEACHERS

SUGGESTIONS FOR PLANNING, CONDUCTING, EVALUATING

ILLINOIS STATE UNIVERSITY
NORMAL, ILLINOIS

ED249179

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John M. Beck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP024787

PREFACE

Most educators agree that supervised student teaching is an important component in the program for the preparation of teachers. Student Teachers consistently agree that supervised student teaching is the most significant and helpful phase of their preparation program. The School Code of Illinois also recognizes the important role of student teaching under close and competent supervision (Sections 21-3, 4, 5).

The degree of success realized in the building and maintaining of cooperative working relationships during student teaching is dependent upon the Student Teacher's, Supervising Teacher's and College Supervisor's ability to plan, conduct and evaluate conferences together throughout the student teaching program.

To insure full benefits from the supervised student teaching experience, the Student Teacher and supervisory personnel need to hold conferences frequently throughout the assignment. Conferences help to establish rapport, maintain good working relationships, and prevent the compounding of minor difficulties which are frequently caused by misunderstanding or a lack of communication. Conferences provide a means for a continuous evaluation.

This pamphlet has been prepared to aid the Supervising Teacher as well as the Student Teacher and College Supervisor in developing awareness of goals, procedures and skills needed for planning, conducting and evaluating effective conferences during supervised student teaching. We do hope the suggestions will be of help to you in your daily work with our student teachers.

TABLE OF CONTENTS

What Types of Conferences Will Be Needed?. 1-2

-Purposes for the Building Principal Conference(s) 1-2
-Purposes for the Student Teacher, Supervising Teacher and College Supervisor Conference(s). 2
-Purposes for Conferences with Other Teachers and Other Student Teachers. 2

Conference Responsibilities. 2-5

-What Are the Shared Responsibilities for All Conference Participants?. 2
-Individual and Shared Conference Responsibilities of the Supervising Teacher, College Supervisor and Administrator 3
-Additional Conference Responsibilities of the College Supervisor 3-4
-Additional Conference Responsibilities of the Supervising Teacher. 4
-Additional Conference Responsibilities of the Student Teacher. 4-5

What Factors Should Be Considered in Planning the Conference Format?. 5

What Key Topics Should Be Discussed in the Daily and Weekly Conference?. 5-6

What Key Topics Are Discussed at the Initial Conference(s)? 6-7

What Key Topics Are Discussed at the Mid-Term Conference? 7-8

What Key Topics Are Discussed at the Final Conference?. 8-9

Evaluating Your Conference Practices and Skills 10

Appendix (Conference Tools). 11-18

Mid-Term Evaluation - Front Side 19

Mid-Term Evaluation - Back Side. 20

Final Evaluation 21

WHAT TYPES OF CONFERENCES WILL BE NEEDED?

A well-balanced plan of holding conferences during the student teaching experience will always include informal and formal conferences. The number, length, type, time and location of each conference will depend upon the needs of the participants.

Informal conferences are held as needed. Immediate feedback is given related to the teaching strategies observed that day. Time is devoted to planning instructional activities and lessons for the next day. The practice of meeting consistently on a daily basis to share ideas, assess growth and solve problems aids in the development of cooperative working relationships. Informal conferences also include the spontaneous interactions during the day which lack an agenda.

Formal conferences are scheduled weekly and have a planned agenda. They place major emphasis upon the identification of the Student Teacher's growth in teaching competency. The Student Teacher is provided information as to specific observed strengths as well as observed weaknesses with specific suggestions for improvement. It is helpful if a written summary of formal conferences is distributed to conference participants for future reference.

Purposes for the Building Principal Conference(s)

To become familiar with the Principal's role and to help the Principal to understand the Student Teacher's role.

To invite the Principal to observe one of the Student Teacher's classes and to provide feedback of observed lesson as a potential member of his* staff.

*The masculine pronoun has been used throughout so as to reduce confusion.

To provide an opportunity for a "mock" job interview to gain insight into the interviewing process.

Purposes for the Student Teacher, Supervising Teacher and College Supervisor Conference(s)

To develop an attitude of mutual cooperation.
To ask questions to clarify points such as requirements and expectations of the Supervising Teacher and College Supervisor as well as the expectations of the Student Teacher.
To discuss overall teaching strengths and weaknesses needing improvement.
To discuss specific suggestions for improvement.
To discuss criteria and specific forms for the MID-TERM and FINAL EVALUATIONS.

Purposes for Conferences with Other Teachers and Other Student Teachers

To discuss school philosophy, education programs and management routines within the school system.
To help in understanding pupils in the school.
To learn about other subject matter areas and how other areas relate to yours.
To discuss methods and techniques of teaching various subject areas.

CONFERENCE RESPONSIBILITIES

What Are the Shared Responsibilities for All Conference Participants? (Student Teacher, Supervising Teacher, College Supervisor, Principal and other Administrators)

To establish proper rapport--that of trust, respect and understanding with open communication and participation.
To determine the proper time and place for holding conferences.
To allow adequate time for holding conferences.

To discuss predetermined topics as well as immediate problems that might need attention.
To initiate formal or informal conferences when needed.

Individual and Shared Conference Responsibilities of the Supervising Teacher, College Supervisor and Administrator

To develop a helping relationship.
To take the initiative in arranging conferences, especially at the beginning of a student teaching program.
To encourage active participation by the Student Teacher in the conference planning and evaluation process.
To make copies of conference topics and other materials available to participants prior to the conference.
To distribute summaries of conferences to conference participants.
To direct the emphasis of the conference toward reinforcement or appraisal.
To guide the Student Teacher in learning to evaluate himself objectively--stressing strong qualities as well as weak areas.
To discuss helpful suggestions that will prepare the student for job interviews.
To suggest additional experiences and summarize the student's progress in form of positive feedback as well as suggestions for improvement.
To guide the student into decision-making situations.

Additional Conference Responsibilities of the College Supervisor

To conduct conferences with Student Teachers, Supervising Teachers and Administrators concerning their respective responsibilities, the needs of the Student Teacher and the general plan for developing the student teaching experience.
To acquaint the Student Teacher, Supervising Teacher and Administrator with new concepts, materials, etc. in the field.

To serve as an intermediary in any misunderstanding and to assist in problem areas or with difficulties.
To analyze the interaction of the Student Teacher with the pupils, Supervising Teacher and school personnel so as to give constructive suggestions for continued growth and improvement in establishing good working relationships.
To discuss the criteria and specific forms for the Mid-Term and Final Evaluation of the Student Teacher's performance.
To review and clarify with the student procedures related to the release of confidential data in his credentials.

Additional Conference Responsibilities of the Supervising Teacher

To review the criteria and requirements the Student Teacher must accomplish to satisfy the evaluation instruments.
To allow adequate time for holding conferences.
To hold conferences with the Student Teacher, College Supervisor and Principal regarding the Student Teacher's progress.
To provide a clear and accurate picture at all times of how the Student Teacher's performance is being viewed and evaluated.
To make specific suggestions, both written and verbal, as to how instructional improvements can be achieved.

Additional Conference Responsibilities of the Student Teacher

To be available for conferences at the time convenient for the other participant(s).
To arrive promptly for all scheduled conferences.
To prepare adequately for the conference--bring a list of specific questions, topics to be discussed.
To be an active participant and attentive listener.
To seek self-growth in the ability to analyze one's own teaching strategies.

To seek additional clarification and request special conferences when the need arises.

WHAT FACTORS SHOULD BE CONSIDERED IN PLANNING THE CONFERENCE FORMAT?

Purpose

Be sure the Student Teacher and conference participants know the purpose of the conference.

Time and Length

Establish an exact meeting time and length of the conference.

Location

Select a quiet location for the conference that will be free from interruptions.

Conference Focus

Keep the conference atmosphere positive. Point out the strengths observed, but do not overlook weaknesses. Keep the Student Teacher informed of the progress evident toward meeting the predetermined objectives. Select specific items to focus upon for improvement.

Conference Closure

Keep the closing remarks short and to the point. Lead the Student Teacher to restate the action to be taken for improvement.

WHAT KEY TOPICS SHOULD BE DISCUSSED IN THE DAILY AND WEEKLY CONFERENCE?

The topics selected for each conference will vary. The Student Teacher and the conference participant(s) will have specific topics that they will

each consider to be of high priority. Some general topics that can be handled well in the conference setting are:

-lesson planning
 (long and short range plans)
-teaching strategies
-pupil progress-evaluation
-pupil interest
-parent-teacher conferences
-district philosophy
-ordering supplies
-routine duties
-classroom management
-materials and resources
-pupil records including cumulative
 records, teacher liability
-school-community events
-employment procedures
-professional organizations
 and meetings

WHAT KEY TOPICS ARE DISCUSSED AT THE INITIAL CONFERENCE(S)?

The initial conference(s) should be the beginning of a needs assessment that will continue throughout the student teaching experience. It should create an atmosphere that will allow the student teacher and conference participants to constantly reassess what is happening.

The initial conference should include:

Orientation to the school's philosophy of education, rules and regulations.
Introduction to the Supervising Teacher's short and long range plans for the class.
Discussion of the Supervising Teacher's daily and weekly teaching schedules.
Discussion of expected lesson plan format.
Discussion of procedural matters (discipline, checking pupil's work, when to turn in lesson plans, future conference dates, etc.).

Discussion of the Student Teacher's role in the Supervising Teacher's classroom.
Clarification of the Student Teacher's expectations and goals for himself during student teaching.
Discussion of the Student Teacher's self concept of strengths and weaknesses pertaining to this student teaching experience.
Discussion of the kinds of help provided by the Supervising Teacher and College Supervisor during student teaching.
Provision for planning a program of early observations, direct mini-teaching and independent teaching.
Discussion of the Supervising Teacher's and College Supervisor's roles for observing lessons and providing feedback.
Discussion of grading criteria used for Student Teachers as stated in Chapter VI of the Student Teaching Handbook.
Discussion of the Mid-Term Evaluation used for evaluating the Student Teacher's performance as stated in Appendix B of the Student Teaching Handbook (See sample on pages 19 and 20 of this pamphlet).
Open discussion of the relationship of daily student teaching performance as related to criteria listed on the Mid-Term Evaluation form (See page 19 of this pamphlet).

WHAT KEY TOPICS ARE DISCUSSED AT THE MID-TERM CONFERENCE?

The Mid-Term Evaluation form provided by the University and readily available on page 19 and 20 of this pamphlet should be studied by the Student Teacher, Supervising Teacher and College Supervisor prior to the conference. Notes should be taken by all concerning the various areas so that information about the items may be shared during the conference. The Mid-Term grade is a PROGRESS REPORT GRADE.

The Mid-Term Conference should include:

Review of the goals for student teaching set up by the participants during the initial conference(s).

Summary and evaluation of the Student Teacher's progress during the first half of the student teaching experience toward reaching his own expectations as well as that of the Supervising Teacher and College Supervisor.

Review of the areas where improvement is definitely needed.

Specific suggestions on the best way to achieve improvement.

Opportunities for the Student Teacher to assess his own growth at this time and react to suggestions.

Opportunities for the Supervising Teacher and College Supervisor to outline specific ways that both can help the Student Teacher reach his goals.

Opportunities for the Student Teacher to suggest additional experiences he might desire in order to achieve his goals.

Opportunity for the Student Teacher to restate suggestions for improvement.

Open discussion of the relationship of the mid-term performance to the final grade and recommendation.

Review of the Final Evaluation form (see page 21 of this pamphlet), meaning of Section 438 of the Education Amendments of 1974 and the importance of a student teaching recommendation for the Student Teacher's credentials (See Appendix B, Student Teaching Handbook).

Opportunity for the Supervising Teacher and College Supervisor to be sure the participants, especially the Student Teacher have a realistic understanding of his progress at the time of the mid-term conference.

WHAT KEY TOPICS ARE DISCUSSED AT THE FINAL CONFERENCE?

Prior to the final conference the Supervising Teacher, College Supervisor, Administrator and Student Teacher should have perceptions of the final letter grade to be received if adequate feedback has been given during previous conferences.

During the final conference the discussion topics should include:

Review of the goals for student teaching set up by the participants during the initial conference.
Review of the University's Final Evaluation form (See page 21 of this pamphlet).
Open discussion of the student's daily performance as related to the final evaluation.
Discussion of specific areas where growth has been noted.
Discussion of specific areas where improvement and/or additional experience is needed.
Summary and evaluation of the Student Teacher's progress during the last half of the student teaching toward reaching his own expectations as well as that of the Supervising Teacher and College Supervisor.
Opportunities for the Student Teacher to assess his own growth at this time and react to suggestions.
Summary thoughts about the Student Teacher's overall performance.
Review of the recommendation that will be sent to the Placement Office for credentials including a discussion of Section 438 of the Title V Amendments of 1974 which state a student has a right to inspect and review any and all official records directly related to the student.
Discussion of opportunities for future employment and various sources of job information.

EVALUATING YOUR CONFERENCE PRACTICES AND SKILLS

_____Do I allow adequate time for holding conferences?

_____Do I clarify with the Student Teacher and conference participants the purpose(s) of the conference?

_____Do I actively involve the conference participants and Student Teacher in the conference?

_____Do I conduct daily informal and weekly formal conferences as the need arises?

_____Do I provide adequate verbal and written feedback in the conference session?

_____Am I leading the Student Teacher to engage in self-assessment?

_____Am I evaluating the amount of direction this Student Teacher needs?

_____Am I aware of how I can best help the Student Teacher and be able to change my approach as his needs change?

_____Do we communicate freely and clearly?

_____Does the Student Teacher approach me with new ideas?

_____Does the Student Teacher bring up problems he is having?

_____When I make suggestions for improvement, is it implemented in the classroom?

APPENDIX

Conferences are to help the Student Teacher view his role more clearly and to provide direction for better development in teaching procedures, planning, management or any aspect of the Student Teacher's performance as a prospective teacher.

In order to achieve this, the Supervising Teacher may want to use a systematic means for feedback. The following conference tools may be altered and duplicated and used in a manner that best meets the individual needs of each student teaching situation.

LESSON EVALUATION AND COMMENT SHEET

STUDENT TEACHER_____

SUPERVISING TEACHER_____

COLLEGE SUPERVISOR_____

TIME AND DATE OBSERVED_____SUBJECT(S)_____

DATE DISCUSSED_____

The following evaluation of your lesson has been completed by your Supervising Teacher for the purpose of helping you further develop the strengths you demonstrated in this lesson, as well as improve and strengthen those weaknesses that were evident from close observation of the lesson. It is hoped that you will study the evaluation carefully before we discuss the lesson.

1. Lesson Plan:

2. Introduction and Motivation:

3. Use of Materials and Equipment:

4. Objectives (Concepts, Goals, Clarity, Purpose):

5. Presentation:

6. Classroom Management and Discipline, Learning Climate:

7. Conclusion and Follow-Up:

8 Time Element - Pacing of Lesson:

9. The following are good points regarding your lesson:

10. I feel that you need to continue to improve upon the following:

11. Additional Comments:

12. Student Teacher Comments and Questions:

GENERAL STUDENT TEACHER SCHEDULE

Student Teacher		Supervising Teacher
Week	Responsibility for week (example)	Carried over from previous week
I.	1. Observe and work with students needing help on individual basis 2. On Thursday take over Reading Group A	
II.	1. Take over Reading Group B on Monday 2. Take over Spelling on Tuesday 3. Take over opening exercises on Wednesday	1. Continue Reading Group A 2. Continue observing and individual help
III.	1. Take over Reading Group C on Monday 2. Take over Math on Wednesday 3. Art lesson on Thursday	1. Continue Reading Groups A, B 2. Continue Spelling 3. Continue opening exercises 4. Continue observing and individual help

Continue this chart through each week of the assignment and give to the Student Teacher at the time of the conference. Also add a written list of your goals to be achieved each week.

Another item that should be given to the Student Teacher during the initial conference is a list of your expectations and/or requirements. Each one should be discussed.

DAILY LESSON REVIEW SHEET

Day: Monday_____, 197_ Student Teacher_____

Subject_____

Items to be evaluated:

1. Does the Student Teacher get the interest of the students at the beginning of the lessons?

2. Does the Student Teacher make use of non-verbal communication such as facial expression?

Comments:

Good Points Needs Improvement Suggestions

(Review at conference time at end of day)

Day: Tuesday_____, 197_ Student Teacher_____

Subject_____

Items to be evaluated:

1. Check for changes in Monday's Evaluation.

2. Does the Student Teacher have a satisfactory closure for lessons?

Comments:

Good Points Needs Improvement Suggestions

(Review at conference time at end of day)

DAILY LESSON REVIEW SHEET

Day: Wednesday_____, 197_ Student Teacher_____

Subject_____

Items to be evaluated:

1. Check for Monday's and Tuesday's suggestions.
2. Has the Student Teacher planned so he knows exactly what to do? Can the Student Teacher carry over the plans to the presentation?

Comments:

Good Points | Needs Improvement | Suggestions

(Review at conference time at end of day)

Day: Thursday_____, 197_ Student Teacher_____

Subject_____

Items to be evaluated:

1. Check all items discussed thus far this week.

Comments:

Good Points | Needs Improvement | Suggestions

Assignment for Student Teacher:

1. Evaluate performance for week

Did Well | Need to Improve | Ways to Work Toward Improvement

(Review at conference time at end of day)

DAILY LESSON REVIEW SHEET

Day: Friday_____, 197_ Student Teacher_____

Subject_____

TO DO:

1. Bring together the entire week.
2. Go over Student Teacher's Evaluation with you, the Supervising Teacher making comments as to your reaction. Be specific.
3. Let the Student Teacher know what you are going to be observing for the following week.
4. Give a written list of the strengths and areas needing improvement.
5. Make specific suggestions for improvement of weaknesses.
6. Help the Student Teacher plan for the following week.

Next week start over again. Make your suggestions and comments both written and verbal. If the Student Teacher both hears and sees, there is much less chance of confusion and misunderstanding.

RECORDING INFORMATION

Have notepad on desk - divided in half. Each person can use it to jot down daily things to be discussed.

Classroom Supervising Teacher	Student Teacher
Date: _____	Date: _____
1. _____	1. _____
2. _____	2. _____
etc.	etc.

OBSERVATION CARDS

STUDENT TEACHER'S SELF EVALUATION CARD AND/OR
SUPERVISING TEACHER'S ASSESSMENT OF
STUDENT TEACHER'S LESSON(S)

Date:_____

Class or classes:_____

Evaluation

Strengths:

Areas Needing Improvement: Ways to Achieve Improvement:

Overall view of student teacher's performance for the day:

OBSERVATION CARD

Student Teacher_____

Lesson:_____Date_____

Time_____

1. What motivational technique was used?
2. What things did I do to maintain control and discipline during the lesson?
3. What do you think were my objectives for teaching this lesson?

This type of card can be used when the student observes other classes too, and can be expanded to meet whatever needs you and your Student Teacher have.

SUBJECT MATTER BACKGROUND
Critique of Six Lessons

Ask your Supervising Teacher to observe carefully six lessons you teach, and, for each lesson, indicate any instructional weaknesses you show in subject matter background, e.g., any inaccurate statements, any explanations to students which showed your lack of full understanding of the subject, and any opportunities you missed to expand a topic or relate it to another situation. Write your reactions to the Supervising Teacher's comments in the spaces provided. This form can then be used as a focus for a meaningful conference.

SUPERVISING TEACHER'S COMMENTS	STUDENT TEACHER'S REACTIONS TO COMMENTS
LESSON I: TOPIC_____ Subject Matter Weaknesses:	
LESSON II: TOPIC_____ Subject Matter Weaknesses:	
LESSON III: TOPIC_____ Subject Matter Weaknesses:	

MID-TERM EVALUATION OF STUDENT TEACHER

Return to:
Illinois State University
Clinical Experiences in Teacher Education
Normal, Illinois 61761

STUDENT TEACHER _____ Social Security No. _____
Last Name First Middle or Maiden

	F Unsatis-factory	D Below Average	C Average	B Above Average	A Excellent
THE STUDENT TEACHER AS A PERSON:					
1. **Personal Traits**—tact, patience, kindness, consideration, freedom from mannerisms					
2. **Character**—honesty, fairness, sincerity, tolerance, maturity, promptness, perseverance					
3. **Appearance**—neatness, grooming, appropriate dress, poise, posture					
4. **Voice**—clearness, decisiveness, freedom from mannerisms, appropriateness of volume, pleasantness					
5. **Language Usage**—oral English, written English, handwriting, spelling					
6. **Mental Traits**—good judgment and discrimination, open-mindedness, intellectual honesty, emotional control, alertness in perceiving learners viewpoint and teaching possibilities in varied situations					
7. **Cooperation**—attitude toward school personnel as well as students and parents					
8. **Physical Health**—vigor, infrequency of illness, energy					
9. **Disposition**—general mental health, sense of humor, likeableness					
THE STUDENT TEACHER AS A CLASSROOM TEACHER					
1. **Knowledge of Subject**—knowledge of field, ability to develop ideas, accuracy, understanding of relationship with other fields					
2. **Planning Learning Activities**—development of objectives in terms of pupils' growth in knowledge, as well as in attitudes, understandings, appreciations					
3. **Teaching Techniques**—organization of subject matter and learning experiences, stimulation of pupils' learning and achievement, evaluation of students' work					
4. **Presentation**—provision for group needs, recognition of individual differences, variety of techniques, objectives based on needs of group and progress to be made, clarity and definiteness of assignments					
5. **Skill in Classroom**—cooperative planning, adequate records, maintenance of a learning atmosphere					

BEST COPY AVAILABLE

	F Unsatis-factory	D Below Average	C Average	B Above Average	A Excellent
6. **Classroom Management**—Maintenance of effective social behavior of students, neatness and attractiveness of classroom, alertness of physical conditions of room, care of equipment					
7. **Understanding of Pupils**—development of good working relationship with students, fairness, objectivity					
8. **Enrichment Materials**—use of supplementary resources, improvement of cultural background of students					
THE STUDENT TEACHER AS A MEMBER OF THE PROFESSION					
1. **Attitudes Toward Teaching**—interest in teaching as a profession, initiative and enthusiasm in professional undertakings, professional reliability, and loyalty					
2. **Ability to Work With Others**—desire and ability to establish satisfactory human relationships with school personnel as well as with students and parents					
3. **Success as a Teacher**					
4. **Knowledge of, and Participation in Professional Organizations**					

REPORT ON ABSENCE AND TARDINESS

Report covers period from _____ to _____
(Date Discussed)

TARDY _____ Length of Tardiness _____

ABSENT _____ Length of Absence _____

COMMENTS:

College Supervisor _____

Supervising Teacher _____

School _____

City _____

Grade level(s) and/or Subject area(s) taught by student teacher

_____

Sem. Hrs.	Student Teaching Area	Mid-Term Grade
_____	_____	_____
_____	_____	_____

The Mid-Term Evaluation was discussed with the Student Teacher and Supervising Teacher on _____ 197 _____ and suggestions for the Student Teacher's improvement were made.

_____
Signature of College Supervisor

BEST COPY AVAILABLE

FINAL EVALUATION OF STUDENT TEACHING

Return to:
Clinical Experiences in Teacher Education
Illinois State University
Normal, Illinois 61761

STUDENT TEACHER _____ _____ _____ Social Security No. _____
Last name First Middle or maiden

	F Unsatis-factory	D Below Average	C Average	B Above Average	A Excellent
The Student Teacher as a Person					
1. Appearance					
2. Personality					
3. Language Usage					
The Student Teacher as a Classroom Teacher					
1. Understanding the Learner					
2. Planning and Preparation					
3. Skill in the teaching-learning processes					
4. Knowledge of subject and/or content					
The Student Teacher as a Member of the Profession					
1. Attitudes toward teaching					
2. Ability to work with others					
3. Probable success as a teacher					

COMMENTS:

Supervising Teacher _____

Supervising Teacher's Signature _____

School _____

City _____

Grade level(s) and/or subject area(s) taught by student teacher _____

_____

Sem. Hrs.	Student Teaching Area	Grade
_____	_____	_____
_____	_____	_____

Option 1—The undersigned hereby acknowledges his or her request to have this letter submitted to Placement Service, and retains the right or privilege to review the contents.

_____ _____
(Date) (Signature of Student Teacher)

Option 2—The undersigned waives any right or privilege to inspect or challenge the content and comments expressed therein and that such observations shall be and remain confidential as between the writer and the person, agency or organization to whom this letter is addressed.

_____ _____
(Date) (Signature of Student Teacher)

BEST COPY AVAILABLE